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ABSTRACT

This publication, the first in the Advancing Women's Leadership series, discusses women's perspectives on the presidency. In 1998 and 1999 the Office of Women in Higher Education of the American Council on Education (ACE) held a series of 13 roundtables around the United States to explore the status of women as college presidents. More than 110 women presidents from all types of institutions took part in the formal discussions and 22 participated in informal discussions. This report draws on those conversations to provide an inside look at leadership challenges in the college presidency and gender issues. It includes reflections and recommendations by the roundtable participants and materials culled from subsequent telephone interviews with some participants. The participating presidents spent the most time focusing on five critical areas: (1) working with boards; (2) special challenges and opportunities posed by the gender factor; (3) staying power; (4) identifying and mentoring talented women for presidencies; and (5) creating a climate for success. Some themes consistently emerged from the discussions. The first is that all presidencies are not alike, and that there is indeed a gender factor, especially in the complications posed by the personal lives of women presidents. Keeping the confidence and support of the board and mentoring and being mentored have special implications for female presidents. When to stay, when to go, and serving as college president a second time are all issues that have a special relevance for women in the college presidency. Among the keys to success, participants indicated, is achieving balance in professional and personal lives. Three appendixes list participants in the roundtables, members of the ACE Commission on Women in Higher Education, and financial contributors. The final appendix contains a list of six recommended readings. (SLD)

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From Where We Sit

Women's Perspectives on the Presidency

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Advancing Women's Leadership I

From Where We Sit

Women's Perspectives on the Presidency

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Office of Women in Higher Education

A Report of the Women Presidents' Roundtables

Although no longer an anomaly, women presidents in higher education remain in the minority. To be sure, advances have been made in the representation of women among college and university leaders, with the percentage of women presidents jumping from 9.5 percent in 1986 to 19 percent in 1998. Some of the gain can be attributed to programs such as those of the American Council on Education (ACE), which has a 25-year history of providing and promoting leadership opportunities for women in higher education. Programs such as ACE/NIP (National Identification Project, now called The NETWORK), the Commission on Women in Higher Education, the Project on Advancing Minority Women's Leadership, national and regional leadership forums, and presidential summits and roundtables have promoted both dialogue and opportunity for women presidents.

Nonetheless, women seeking a presidency continue to face specific, unique challenges. By examining women's collective leadership experiences during this 25-year period, we can focus on several key questions:

- Are women taking the right steps to ensure successful first and consecutive presidencies?
- Why do women presidents, on average, have a shorter tenure than their male counterparts?
- Are women more likely to get "problem" presidencies—difficult jobs that may diminish their chances for a second presidency?
- Can a woman president advance women's issues and status on campus while maintaining her credibility with male and female colleagues?
- In what ways do men and women differ as leaders in higher education?

These questions, and the facts that give rise to them, suggest that gender may still make a difference in success as a college president. Can specific programs and policies be designed to help those in office achieve success? Can more women be better prepared to enter the pool of those available to serve as presidents?

To answer these questions, ACE's Office of Women in Higher Education (OWHE) began a series of roundtable discussions with women presidents in the fall of 1998. The aim was to both assess the status and challenges facing these leaders today, and develop a plan to meet the most important leadership priorities for current and prospective women presidents.

The office conducted a total of 13 roundtables around the country between October 1998 and August 1999. Discussions took place in New York City, Boston, Indianapolis, San Diego, Atlanta, Denver, Dallas, West Palm Beach, Minneapolis, Columbus, and Lansing (Michigan), with some locations hosting two roundtables. Nine of these sessions were formal in structure, with participants responding to specific questions over a period of three and a half hours. Four were less structured. In general, all of the roundtable dialogues focused on leadership issues, endurance or "staying power," identifying and mentoring talented women, and special challenges and opportunities for women in academic leadership. More than 110 women presidents from all types of institutions took part in the formal sessions and 22 in the informal sessions (see Appendix A).

This report provides an inside look—from the presidential point of view—at leadership challenges and gender issues. It includes reflections and recommendations by the presidents who attended the roundtables, as well as material culled from subsequent telephone interviews, based on the roundtable findings, with members of the Commission on Women in Higher Education and others. In accord with the roundtable ground rules, the remarks of the participants are summarized. These leaders suggest ways that ACE, working alone and in partnership with other organizations, can make their jobs easier and ensure a smoother path for women ascending to presidencies. Judith A. Sturnick, former OWHE director and roundtable presenter, says: "As more women rise to leadership positions at higher education institutions, they are bringing new management styles and perspectives to the office of president. We wanted to see if the challenges women face differ from those faced by men, and how women deal with the stress—and the exhilaration—of being in charge."

The participating presidents spent the greatest amount of energy and time focusing on five critical areas: working with boards, special challenges and opportunities posed by the "gender factor," staying power, identifying and mentoring talented women for presidencies, and creating a climate for success. Although the presidents do not cast all issues in terms of gender, most of those interviewed or taking part in roundtables say that gender is—at least sometimes—an inescapable factor. This report focuses on the themes and concerns that consistently emerged from each discussion:

- All presidencies are not alike—the gender factor.
- Keeping the board's confidence and support.
- Mentoring and being mentored.
- When to stay—and when to go.
- Second presidencies: thriving and serving again.
- The keys to success.

All Presidencies Are Not Alike—The Gender Factor

Participants in the roundtables agree that some of the special challenges facing women presidents are personal in nature, while others are more properly related to changing times and institutions. While the 2000 edition of ACE's *The American College President* shows that 25 percent of all newly hired presidents and one-third of the presidents of two-year institutions are women, it also indicates striking differences between men and women presidents. For example, 90 percent of all male presidents are currently married, compared with 57 percent of women presidents. However, the proportion of currently married women presidents has increased with the rise in the number of women presidents. Women presidents also are more likely than their male peers to serve without a partner's full-time support, even if they are married. Seventy-four percent of women presidents' spouses hold paid employment positions, compared with only half of male presidents' spouses.

The American College President also shows that women presidents are more likely than their male counterparts to be:

- A member of a minority group (13.7 percent of women vs. 10.7 percent of men), although only 9 percent of women presidents are minorities.
- Fifty years of age or younger (16.2 percent vs. 10 percent).
- Roman Catholic (35.5 percent vs. 24.4 percent).

While the number of women presidents has risen since 1986, their distribution among types of institutions is not consistent. Much of the growth has occurred in the public sector, where women presidents have dramatically increased their presence, from 16 in 1975 to 198 in 1999. The greatest number of women presidents can be found leading two-year colleges (148), while 97 head baccalaureate institutions. Research universities have the poorest representation of women presidents. In 1998, just 13.2 percent of the presidents of doctorate-granting institutions were women.

Participants in the roundtables agree that some of the special challenges facing women presidents are personal in nature, while others are more properly related to changing times and institutions.

On the personal side, having—or not having—a family tends to complicate women's lives more than those of their male counterparts. Unmarried women can face particular problems. A search firm consultant says that many boards are concerned about marital status, expressing a preference for married candidates, even though single candidates may have more time to devote to the position. If a candidate is gay, she needs a plan for disclosure and discussion with the board. If board members have prejudices and perceive that a candidate's sexuality will raise any questions, they may overlook the strengths such a candidate would bring to the presidency.

Single presidents complain of loneliness and isolation, while married presidents express concern over subjecting their families to life in the proverbial fishbowl. The culture of the community may be less accepting of women in general, but it can be particularly harsh for single and single minority women. One roundtable participant states that the single woman leader in her community is an anomaly. Males—whether married or single—socialize and do business at Rotary and country clubs, which often are less accessible to women, especially single and minority women. Dating for the single president poses other problems, with the president's love life often becoming a topic of gossip on and off campus.

Many spouses of married women presidents find themselves in a highly unusual role. Wives of male presidents may know that the community expects them to attend social events. Male spouses may have more trouble with this. Participants report that husbands pressure women presidents to take vacations or get away for a weekend. But all note that every woman president works at least one day each weekend and usually attends weekend campus events as well.

In addition, there is a certain ubiquity required of presidents. The expectation that she will attend all major campus events is relentless. People throughout the campus may get upset if the president is not at *their* event, no matter how many other commitments may be on the calendar or how often the president has attended in the past. Not only must the president be omnipresent, but she should also look good while doing it, too. Some participants wonder whether men worry about what they are going to wear to events. They note that expectations about image and appearance may be more important for women presidents. A search consultant corroborates this perception, noting that search committees will even ask a woman candidate about her attire, though they would never dream of posing those sorts of questions to a man.

All presidents face challenges from internal and external community forces, and many women presidents argue that gender can complicate these conditions. For example, a president brought in to "clean house" may find her actions less favorably received than a man's would be because of different gender-based expectations. She may be expected to nurture staff, not eliminate their positions. Indeed, roundtable participants concur that many management problems may be harder for women because of style. Women may be expected to be more persuasive and less autocratic, more inclusive of others in decisions, more focused, and less likely to "roll with the punches." Though leadership styles may be more likely determined by personality than gender, a new woman president who does not immediately succeed a woman president may have some things to prove to the board, the faculty, the administration, and the community. Once established, a woman president may find these questions about her management style less of an issue.

At the same time, women leaders may face sabotage from within, sometimes from surprising sources, including other females. Yet many participants say that they are—at least initially—trusting by nature and, therefore, susceptible to being blind-

sided. Says one: "Don't assume that because you have hired a vice president, he or she will support you when the going gets tough."

Faculty may be a particular source of stress, especially faculty nearing retirement age who long for the "good old days" of the 1970s, when women had yet to become a leadership force on campuses. Though faculty can be challenging and more resistant to change than any other campus group, presidents must engage them to shape the course of the institution. That requires developing important faculty allies. After all, many faculty see presidents as people who come and go, and who can change their lives, for better or for worse.

Keeping the Board's Confidence and Support

Many presidents assume—rightly or wrongly—that the board of trustees or regents that has hired them also will support them. But the experiences of several women presidents, as well as observations by others, point to another conclusion. "Boards are often still uncomfortable with women presidents" is a sentiment voiced by participants at all of the roundtables and in interviews with other seasoned male and female presidents, as well as senior recruiters from several major executive search firms. Indeed, one search consultant characterizes working with boards as one of the chief problem areas for women presidents.

Problems can begin as early as the search process. One consultant notes that every pool of top 10 prospects for a presidential search likely includes women. If boards are male-dominated and uncomfortable working with women leaders, however, women may have difficulty making the final cut.

If a woman is offered the job, negotiations with the board can indicate the tone that future relationships will take. If a candidate accepts the terms proposed too easily, some boards will think her not tough enough to be president. Being too tough can work against a candidate as well, particularly if the board is more comfortable with a collegial leader. Missteps here can return to haunt a president later.

Regular communication between the president and her board is critical, and the burden of developing a good relationship falls on the president's shoulders.

Once a board hires a woman president, its leadership may not be sure how to work effectively with her. For a president, increasing the board's comfort level may be the key to heading off future problems. Establishing a good working relationship with the board has been a key to the success of many presidents. Participants emphasize that a president must constantly work with board members, helping them see that the university's problems are their problems. Regular communication between the president and her board is critical, and the burden of developing a good relationship falls on the president's shoulders. One search firm consultant

urges new presidents to immediately establish standards for frequency and style of communication with their boards.

Boards are designed to be policy makers, not micromanagers, and the wise president will define that role very early. Board orientation programs are available, and a new president should make use of these for board development, with a special focus on discussing the issues faced by female presidents.

Several areas of administration are particularly vulnerable to board micromanagement. If board members come primarily from the corporate sector, they may naturally have a strong interest in the institution's finances. A proactive president will demonstrate good financial ability. One president received MBA certification and felt totally comfortable with the corporate members of her board. Micromanagement may also stem from alumni trustees who feel entitled to run the institution. Presidents must be skilled in holding the line between a board that advises and one that manages.

Some types of boards, of course, may be easier for all presidents—men and women—to work with than others. While several presidents of small, independent colleges identify their boards as supportive, problems frequently emerge with boards that govern numerous campuses in a system and whose members are politically appointed. When an institution has its own board, it does not have a conflict between competing entities, whereas a system board hires both the president and her supervisor, the chancellor. If there is a conflict between the two, frequently the board will side with the chancellor. The board may have hired both, but it often chooses to support the higher entity.

In addition, politically appointed boards often change with the latest election—putting presidents into situations that may go from bad to worse. If new board appointees are novices in higher education, or if their views significantly differ from those of their predecessors, they may feel no loyalty to the existing president. If there is turnover, the new board chair may not have supported the candidacy of the incumbent president. If the president is perceived as holding political opinions different from those of the board, ultimatums and terminations can follow. The politicization of colleges and universities across the country will impact any president, male or female. The savvy president will assess the political environment and pay attention to what is happening within the board and the state.

Boards may also differ by region. Roundtable participants note that some Southern institutions are located in areas where women are not well represented in the business community, and this can affect how male board members view women leaders. Some participants caution that even having a number of women on the board, including a woman board chair, doesn't guarantee a problem-free relationship. Women on boards—even as chairs—may be considered lesser players, unable to control or direct the board.

According to a study of 248 community colleges by Diane Chaddock and found in the *Michigan Community College Journal*, community college boards that

comprise members of both sexes and varied ethnic backgrounds, with a majority of women members professionally employed, are more likely to hire women presidents. Chaddock's research also reveals that, in general, community colleges—where the majority of women and African-American women presidents are concentrated—pay lower salaries to women presidents than to men. Many of these campuses also may be regarded as lower in the pecking order of campus status than those campuses that have routinely named men to their presidencies.

Presidents who consider their relationships with their boards to be sound urge their peers, above all else, to allocate considerable time to cultivating board relationships—even if this means rearranging other leadership priorities and schedules. They report spending 25 percent or more of their time on board-related activity, and most advocate forming a personal relationship with every member of the board.

Mentoring and Being Mentored

Most men and women college presidents agree that mentoring has played an important role in their careers. One president found corporate mentors invaluable for her, and another credits her former president with giving her the exposure she needed and inspiring her, in turn, to serve as a mentor for others. But the roundtable participants insist that women must think strategically about their careers and actively seek mentors. If a president gives young men strategic committee assignments and opportunities for visibility, bright women should request equal opportunities to become presidents-in-training. One roundtable participant notes that when a bright young male dean is not sought out by the president for advancement, he may request assistance directly from that president. A female dean may be less likely to pursue such an opportunity.

Mentoring opportunities early in one's career are especially critical, as they engender an obligation to help others later.

Programs such as women's studies have helped foster a supportive environment for women, and provide a variety of mentoring models and possibilities. Mentoring opportunities early in one's career are especially critical, as they engender an obligation to help others later. Ironically, sexual harassment legislation has, in some instances, had a negative impact on mentoring opportunities for women, in that it has cast a dubious light on men who seek female proteges. Mentoring achieved through organized programs can alleviate some of this skepticism and provide presidents, especially new presidents, with the invaluable personal consulting that mentoring provides. The participants in the roundtables also urge higher education leaders to convene more occasions for men and women to interact and address these issues as they relate to mentoring on their campuses.

When to Stay And When to Go

Remaining in a difficult situation and orchestrating the resources necessary for improvements challenges all leaders. But is it more difficult for women? Several women presidents say that gender can have an influence—both positive and negative—on the issue of staying power. Numbers show that women, on average, serve 2.2 fewer years in a presidency than men. Do gender-based factors make this so? Career longevity, according to roundtable participants, ranks higher in importance than sustaining a particular presidency. Presidents leave for a variety of issues—a desire to lead a different type of institution, a concern for more balance in one's personal life, and the need to "stay fresh." Others take an involuntary leave, often prompted by crisis.

Presidents should think about staying power and career longevity from the very beginning of a new position. If a woman accepts a presidency at a troubled institution and is expected to perform miracles, her chances of staying are limited. A search firm consultant agrees that women candidates are often matched with unstable situations, but this may be due in part to the strength of women who are more willing than most male candidates to take such a risk. Institutions with inadequate resources also may lessen a woman's ability to be a successful president and heighten her degree of difficulty and job stress.

Career longevity, according to roundtable participants, ranks higher in importance than sustaining a particular presidency.

In addition, women presidents need to know how they will respond—and who will support them—before problems arise. Presidents should develop a network of powerful "explainers," allies who can offer solid advice, not merely moral support. Women presidents should plan to lean upon the community when they are in trouble—boards on which they serve or other college presidents, for example.

From the start of any new position, a woman president should begin documenting her challenges and her achievements, because the way a woman president leaves office can work against her in the future. Women presidents must substantiate their successes and publicly share them with others, making sure that their accomplishments are recognized.

For minority women presidents, the challenges may be even greater. Some roundtable participants comment on problems caused by majority constituents distancing themselves from new chief executives. Others cite racist attitudes and faculty actions that can combine with sexism to create a truly difficult environment. Furthermore, some historically black institutions have a tradition of male leadership. Many of these institutions are also in rural areas, where it is rare to find women in leadership roles.

A forthright, direct style may be an advantage in these circumstances, as V. Barbara Bush points out in her study, "The Seventh Daughters: African-American Women Presidents of Predominantly White Four-year Colleges and Universities." She finds that the most successful African-American women leaders exhibit "characteristics of assertiveness, forthrightness, ethical awareness, and an interactive communication style in their work as president." These successful presidents also "reflected an understanding of campus culture that afforded them high credibility and low conflict on their campuses."

Yet a president who endures may not necessarily be a successful one. Some presidents may exhibit "staying power" for the wrong reasons. Many roundtable members relate stories of colleagues who did not notice clues or missed signs that they were in trouble with their boards or other constituencies until it was too late. Many participants note that women often try to overcome challenges that may be nearly impossible to conquer. Better mentoring on such issues as assessing risks and reading campus politics/culture can help women in the pipeline, most participants agree. Female presidents should also be encouraged to share their dilemmas with one another.

Although each institution will have its own set of circumstances, there are some general points of agreement on when it's time to go. Presidencies don't last forever—nor should they. The roundtable participants agree that it generally takes seven years for a president to make his or her mark. Search firms also counsel presidents to wait five to seven years before moving on, barring major problems. If one has a compelling vision for the institution, she should persevere. If one wishes to stand one's ground on principle, she should do so—but not if staying involves fighting over personal issues, which is always a losing proposition. If the president and the board do not agree after five years, she should consider her long-term career, not the immediate position, and negotiate an exit. Success in a presidency requires that the board share the president's vision and provide her the resources to achieve it.

Institutions change over time, and the type of president needed changes as well. Presidents who may have been the right fit one year may not fit five or six years later. If a president has been brought in to make sweeping change and has succeeded, she must decide what new goals to adopt. Developing another agenda in the same institution means gearing up again, especially difficult if past change has created enemies or distanced potential allies. Presidents need to recognize that the job changes and that some changes signal that it's time to move on.

Second Presidencies: Thriving and Serving Again

Are there second chances for women presidents who want them—especially if the first presidency ended because of problems? Part of the answer may lie in learning to handle failure and developing a positive attitude about a "failed presidency." Leaders who can put things in perspective and show confidence in being able to make a comeback are the most likely to succeed. Far too often, as roundtable discussants across the country point out, a failure may leave a first-time woman president feeling incompetent or embarrassed, especially if she persevered in hopes of making things work and later internalized the failure. In contrast, notes one woman participant, is the man "who botches three presidencies and goes on to head another, more prestigious institution."

In 1999, only 18.8 percent of all women presidents were in their second consecutive presidencies—compared with 26.6 percent of men—and 7.1 percent had achieved their third presidencies (compared with 10 percent of men). Sometimes, say many women presidents, this is a matter of choice. As women consider accepting another presidency, they sometimes ask lifestyle questions and discover that they do not want to continue to strain their personal lives. As one participant notes, "I would have to be at an institution that really captured my heart in order to commit another decade of my life." Another participant points out that women do not necessarily view leaving a presidency to go back to the faculty as a "loss of face." In her opinion, women may opt to have a fuller life, taking a more varied and unusual career path.

Leaders who can put things in perspective and show confidence in being able to make a comeback are the most likely to succeed.

Although the paucity of second-time women presidents may be a matter of volume, that is, the result of a low number of women in the pipeline, a second presidency is necessarily challenging. One route to getting more women into successive presidencies, suggests an experienced consultant, is to help women align their aspirations with their career choices. She says, "Women who want to move on to another presidency must, from the beginning, view the presidency as a career, not an end to a career. There is a fine art to obtaining a second presidency."

That art, she continues, includes thinking clearly about where one wants to go and when, and making all decisions based on this. Thus, she adds, "If you want to eventually become president of a research university, you won't get there from a small liberal arts college. For example, in the 1970s, young scholars often took faculty positions at regional universities because the job market was better there, with the expectation that they could later move to a research university. They discovered instead that they were stuck. In accepting a presidency, women should think about how it positions them for where they want to be in another five or 10 years."

Such thinking may be difficult for those who began careers as academics, where the key to success was to become more specialized. For a career as a college or university president, one must take a more strategic view on career and life planning. Indeed, ACE research shows that women and men tend to follow different paths to the presidency. More women presidents, for example, earn their Ph.D.s in the humanities; men more frequently come from science and business. Such disparity in credentials can have a negative impact on women seeking the presidency of a prestigious research university, where the least valued degrees may be those in the humanities and social sciences. Also at a disadvantage in these searches, which favor experienced presidents, are women and people of color who "fast-tracked" early in their careers before compiling an extensive scholarly background. Research universities, which look for strong scholarly as well as leadership credentials, may see these candidates as outsiders.

The Keys to Success

In a 24-hour-a-day job, perhaps one of the greatest personal challenges is placing a priority on achieving balance. As one leader puts it, "Recognize, too, that those who say they want a high-energy president may not really. Pay more attention to what people do than what they say." Women presidents need to feel comfortable with giving themselves time off. In one roundtable, the group discussed the importance of recognizing a president's three agendas: announced, personal, and anxiety-driven—and knowing which agenda is appropriate to a given situation.

Just as each college or university has its own myth, successful presidents have their myths, or stories, too. Participants in one roundtable observed that presidents who are doing well create their own mystique by projecting energy and cultivating a sense of presence. The formula is not precise. For some, the path to success is pragmatic; for others, it is more spiritual in nature. One participant remembered the advice of a mentor to take stock annually and to be responsible for her own renewal.

Participants in one roundtable observed that presidents who are doing well create their own mystique by projecting energy and cultivating a sense of presence.

Among the highlights of advice gleaned from the roundtables and other interviews are:

- Don't be afraid to take risks—even if doing so increases your vulnerability. After all, women may in fact tackle the more difficult presidencies because men are less willing to chance it—and more likely to bail out at the first sign of trouble.
- Take the initiative in strategically mapping out your professional goals and your career.

- Work with those at your institutions who want to make change; don't waste time on the others. Describing the toughest group on her campus as "a small coterie of faculty from the '70s—they are grumpy about everything," one president comments, "If you let them, they will consume all your energy."
- Continue to develop professional skills and competencies to meet the needs of a changing educational, cultural, and political climate. Pay particular attention to gaining competence in financial areas and in negotiation.
- Respect, cultivate, and spend time with your board.
- Work to create an environment in which people can achieve their best and enjoy the experience—while acknowledging that creating a less stressful environment can initially be highly stressful.
- Pay attention to your campus culture and periodically read the political signs. Often you can prevent professional disaster by being proactive and acting strategically.
- Remember that you can't do it all. Limit your priorities and stay focused in order to lead your campus effectively.
- Seek mentors at each stage of your career to meet your changing needs—and take the time to identify and mentor other talented women who will become the next generation of higher education leadership.
- Cultivate a proactive network of "explainers" as well as listeners.
- Constantly renew yourself spiritually; achieve inner peace. Discussing methods for dealing with difficult faculty and others on campus, one president says she follows advice a dean once gave her to "look for God in each person's eyes." Another counsels, "Keep your heart right, your motives pure. Love the people that you work for, hold on to your ideals, and recognize and embrace your own spirituality."

Conclusion: Next Steps for ACE

For both the present and the future, women and men presidents see a clear and continuing role for the American Council on Education's Office of Women in Higher Education (OWHE). In evaluations by roundtable participants, these activities receive the highest priority for action:

- Keeping the pipeline for advancement filled with women leaders.
- Providing professional development opportunities for women leaders.
- Assisting presidents and other women leaders in enhancing their staying power.

Among its efforts, OWHE intends to work with ACE to continue its research on the presidency. In addition, OWHE will continue to host substantive roundtable discussions each year for the professional development of women leaders in higher education. Finally, to maximize the impact of the Advancing Minority Women's Leadership Project, which has been funded by the W.K. Kellogg Foundation for the last two years, OWHE is preparing two complementary projects: 1) publication of the findings of the project and the creation of a companion workbook to provide presidents, senior administrators, NETWORK state coordinators, and mid-level campus leaders with philosophical and strategic guidelines for advancing women in higher education; and 2) a leadership development conference based on these publications.

OWHE will continue to seek ways that ACE, working alone and in partnership with other organizations, can support women presidents and ensure an easier and smoother path for women ascending to that challenging but fulfilling position—the presidency.

Appendix A

Participants in the Women Presidents' Roundtables

Cathryn Addy, President
Tunxis Community Technical College

Judith Bailey, President
Northern Michigan University

Joan Barrett, President
St. Cloud Technical College

Connie Bauer, Vice President and
Dean of Academic Affairs
Saint Mary-of-the-Woods College

Nancy Belck, Chancellor
University of Nebraska–Omaha

Rita Bornstein, President
Rollins College

Sharon Caballero, President
San Bernardino Valley College

Constance Carroll, President
San Diego Mesa College

Shirley Chater, Regent's Professor
Institute for Health and Aging
University of California, San Francisco

Casey Crabill, Former Interim President
Gateway Community Technical College
Acting President, Fred W. Gaudet

Carolyn Denham, President
Pacific Oaks College

Sharon Diaz, President
Samuel Merritt College

Marilou Eldred, President
Saint Mary's College

Patricia Ewers, Former President
Pace University

Martha Farmer, President
Castleton State College

Margaret Fitzpatrick, President
St. Thomas Aquinas College

Sharon Grossbach, President
Hennepin Technical College

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Appendix D

Recommended Readings

Buddemeier, Sharon Diane. "Female Community College Presidents: Career Paths, Experiences, and Perceptions of the Presidency," Ed.D. dissertation, North Carolina State University, 1998. Abstract, courtesy of AGB Zwingle Research Center, Washington, D.C.

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